

HAMMOND HILL ELEMENTARY

901 West Woodlawn Avenue

North Augusta, SC 29841

GRADES K-5 Elementary School

ENROLLMENT 697 Students

PRINCIPAL Rose S. Marshall 803-442-6170

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	39	4	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

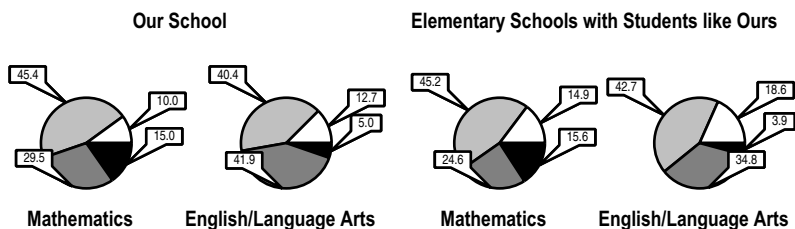
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	116	92
Percent satisfied with learning environment	97.9%	86.2%	89.9%
Percent satisfied with social and physical environment	100.0%	86.2%	77.8%
Percent satisfied with home-school relations	100.0%	93.9%	85.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	361	100.0	12.7	40.4	41.9	5.0	46.9	17.6
Gender								
Male	167	100.0	17.9	43.0	34.4	4.6	39.1	17.6
Female	194	100.0	8.5	38.3	47.9	5.3	53.2	17.6
Racial/Ethnic Group								
White	248	100.0	9.1	37.6	46.7	6.6	53.3	17.6
African-American	91	100.0	21.0	49.4	29.6	N/A	29.6	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	15	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	299	100.0	9.7	39.2	45.3	5.8	51.1	17.6
Disabled	62	100.0	26.2	45.9	26.2	1.6	27.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	361	100.0	12.2	40.5	42.3	5.1	47.3	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	354	100.0	12.2	40.3	42.4	5.1	47.5	17.6
Socio-Economic Status								
Subsidized meals	139	100.0	19.2	50.0	28.3	2.5	30.8	17.6
Full-pay meals	222	100.0	9.1	35.2	49.3	6.4	55.7	17.6
Mathematics								
All students	361	100.0	10.0	45.4	29.5	15.0	44.5	15.5
Gender								
Male	167	100.0	10.6	45.0	27.8	16.6	44.4	15.5
Female	194	100.0	9.6	45.7	30.9	13.8	44.7	15.5
Racial/Ethnic Group								
White	248	100.0	5.0	42.6	33.9	18.6	52.5	15.5
African-American	91	100.0	24.7	50.6	18.5	6.2	24.7	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	15	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	299	100.0	5.0	46.4	31.7	16.9	48.6	15.5
Disabled	62	100.0	32.8	41.0	19.7	6.6	26.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	361	100.0	9.5	45.5	29.8	15.2	44.9	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	354	100.0	9.3	45.7	29.9	15.2	45.1	15.5
Socio-Economic Status								
Subsidized meals	139	100.0	20.0	50.8	23.3	5.8	29.2	15.5
Full-pay meals	222	100.0	4.6	42.5	32.9	20.1	53.0	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	102	N/A	3.9	46.1	42.2	7.8	50.0
	Grade 4	119	N/A	5.1	41.5	50.0	3.4	53.4
	Grade 5	111	N/A	18.7	43.0	33.6	4.7	38.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	115	100.0	9.0	28.8	56.8	5.4	62.2
	Grade 4	120	100.0	15.2	39.3	40.2	5.4	45.5
	Grade 5	126	100.0	13.8	52.6	29.3	4.3	33.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	102	N/A	9.8	50.0	30.4	9.8	40.2
	Grade 4	119	N/A	9.3	28.8	36.4	25.4	61.9
	Grade 5	111	N/A	22.4	37.4	26.2	14.0	40.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	115	100.0	8.1	43.2	29.7	18.9	48.6
	Grade 4	120	100.0	14.3	41.1	31.3	13.4	44.6
	Grade 5	126	100.0	7.8	51.7	27.6	12.9	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 697)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.0%	Up from 4.8%	2.4%	2.4%
Attendance rate	95.8%	Down from 96.5%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	41.8%	Up from 37.1%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.9%	Up from 6.9%	7.3%	8.0%
Older than usual for grade	2.2%	Down from 2.5%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	40.4%	Down from 43.2%	54.2%	50.0%
Continuing contract teachers	91.5%	Up from 90.9%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.8%	Down from 88.9%	88.4%	86.2%
Teacher attendance rate	96.8%	Up from 94.8%	95.5%	95.3%
Average teacher salary	\$40,147	Up 2.8%	\$41,087	\$39,909
Prof. development days/teacher	9.0 days	No change	10.7 days	11.4 days

School				
Principal's years at school	10.0	Up from 8.0	4.5	4.0
Student-teacher ratio	19.0 to 1	Down from 20.3 to 1	19.7 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 89.9%	90.2%	89.7%
Dollars spent per pupil*	\$5,007	Up 5.3%	\$5,646	\$5,892
Percent spent on teacher salaries*	71.1%	Up from 66.9%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hammond Hill Elementary is a community school that has a strong bond with all of the stakeholders involved in educating its students. Community members, parents, teachers, staff and students work together in an effort to meet school and student needs. As a result of this common effort, Hammond Hill's Palmetto Achievement Challenge Test scores have exceeded the district and state averages for the percentage meeting state standard for the last three years, resulting in state recognition. Hammond Hill Elementary, for 2001-2002 and 2002-2003, has been the recipient of the South Carolina Gold Certificate for outstanding academic achievement. Hammond Hill Elementary also won the South Carolina Governor's Council on Physical Fitness 2003 Award.

Hammond Hill Elementary also includes a variety of activities and clubs to enhance student learning, such as Character Education, Arts Alive, Science Day, Write Night, DARE, Field Day, a school carnival sponsored by the PTA, Multicultural Month, Career Day, Just Say No Club, PEP Squad/Club, Chorus, Art Club, Student Council, Jump Rope Club, Red Ribbon Week, Wee Deliver Postal System, the Double H. Reading Club, and Students on Active Research (SOAR). The school also participates in many local, regional, state, and national competitions, art contests, poetry contests, and essay contests. Hammond Hill Elementary ranks in the top ten every year in the state competition for Thinking Cap Quiz Bowl and the National WordMaster Challenge. Students also placed in the South Carolina Duck Stamp Art contest, the DAR Essay contest, the Aiken Regional Medical Hospital Christmas Card contest, and the 2003 Kids Safety Calendar.

Our students also participated in several service learning projects, including collecting toys for needy children, collecting canned goods for the Golden Harvest Food Bank and Community Ministries, Pen Pals with the elderly at the nursing home, and making Valentines for Vets. Students also created artwork for the Veterans Hospital and made Character Education theme posters for the local police department. Hammond Hill believes in instilling community values in our students.

Hammond Hill Elementary continues to seek areas needing improvement, focus on academic achievement for all students, improve test scores, maintain a safe learning environment, and support parent involvement as an integral part of educating children. None of this would be possible were it not for the commitment of the teachers, involvement of the parents, community volunteers, and students who are willing to learn.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.